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ABSTRACT

The role of economic education in the "new social studies" of the 1970s is discussed. Based on the premise that a sound understanding of economics must be a part of the preparation of anyone who would teach social studies, it follows that 1) good instructional material must be developed; 2) teacher education institutions must improve their instructional programs; 3) collegiate centers for economic education should be developed; 4) social studies teachers must think of themselves as social scientists who are aware of views of specialists in the field; and 5) economic principles should be integrated wherever possible at all grade levels. Economists need to apply economic theory to social problems and cooperate, in spite of ideological differences, to find solutions. Because economics is generally offered in school curriculum as part of a social studies program, it should focus on contemporary issues with a problems or decision-making approach rather than attempt to serve as a complete independent course. In conclusion, economics has an important contribution to make to an interdisciplinary, social issues oriented social studies program of the 1970s, and efforts to strengthen the place of economics in social studies and to improve the teaching of economics must continue. (Author/DB)

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Economics in a Modern Social Studies Program

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ECONOMICS IN A MODERN SOCIAL STUDIES PROGRAM

It is becoming increasingly evident that the new social studies of the seventies will be quite different in many respects from the new social studies of the 1960's. The social unrest and critical problems that emerged have strengthened the position of those who have advocated a social issues oriented social studies program with its goals being the study of contemporary problems. At the same time the interrelationships among the social sciences and the need to bring all of them to bear on the issues to be studied, while making students aware of how to use them, has become more than just a curriculum model, but rather represents a necessary synthesis that cannot be denied. In other words, conventional theories and approaches will have to either be cast aside or redefined, as new problems and new emerging situations give new meaning to and require new definition for even those truths that have seemed most sacrosanct and absolute.

In the field of government, to cite one example, the political scientist and the teacher will have to examine many constitutional questions in an entirely new frame of reference. The rising power of the Executive, the decline of the legislative branch and the acquiescence of the judiciary raise serious question concerning our system of checks and balances. The failure to curb the President's war making power is regarded by many "as the great failure of the Constitution." Even President Nixon's plan for reorganizing the executive departments, much of it theoretically desirable from a modernizing efficiency standpoint, will force some rewriting of government textbooks.

The decline in the birth rate has further complicated the life of the sociologist who already faces the problem of examining and explaining the rapid changes in institutions as well as in individual and collective values.

Economists likewise must come to grips with a growing body of criticism which challenges the conventional economics of the past decade with its concentration on economic growth. The realities of economic life and the extent to which capitalism has been modified by bigness and technology as well as by government must be recognized. If Kennedy was the first President to understand modern economics as revealed in his Yale address then President Nixon's imposing of controls under Phase II represented more than a temporary abandonment of the myth of unrestrained competition. In addition, the nature of modern social problems ~~are~~ is going to force more interdisciplinary understanding and more of the application of economic theory.

Thus, economists have the opportunity to make their discipline less dismal. At the same time some of the same questions that concerned economic educators in the fifties and sixties persist. That is how to upgrade economic education, how to better prepare teachers, who should study economics and what kind of economics should be taught in school.

However, if all of the problems of economic education have not been solved and if new ones have emerged it is not because economics has become obsolete. The fact is that economics is a dynamic science and its principles are still valid. Too, often they have been delayed or improperly applied by political leaders and the

fault is more likely to be the underemployment of economics as Charles L. Schultze has observed.

Although I think I would still qualify as a card carrying historian it is my belief that a sound understanding of economics must be a part of the preparation of anyone who would teach the social studies. Without going all the way to economic determinism it is my belief that economics is central to any analysis of modern social issues.

I think I could build a good case for the place of history in the social studies program and, although this is not the place for it, I could illustrate the importance of some of the insights that can be gained from history. However, I would be the first to admit that history does present a pedagogical problem as part of a social issues social studies curriculum. Although historical perspective is of great importance history lacks predictive value and it is more difficult to establish generalizations relating to contemporary problems. In any of the social sciences, however, the difference in the level of the generalizations arrived at is relative.

There is little doubt, however, that there is a need to understand the fundamental concepts, the generative ideas, and the important generalizations of economics. Yet too many prospective social studies teachers came into the field because of their interest in history and they tend to think in narrative, descriptive terms. I can recall that as a graduate student in History, working at a desk down in the stacks of the old Harper Library at the University of Chicago I had as a frequent visitor an economics professor

from Carleton College. He was constantly chiding me with the view that all historians did was "to tell a story." Here was one economist who believed that economists should function as social scientists by applying economic theories to specific social problems. The charge does not fit in many instances because the professional historian, although his conclusions may rest on past evidence, does engage in analysis and interpretation. Likewise the economist when he comments on the human experience is philosophizing as much as the humanist. It is true, however, that many history teachers do not operate at the level of interpretation and rarely get above descriptive narration.

Sometimes when I have looked at the money spent and the results obtained from some curriculum projects, I have felt that we might get more mileage by working through teacher education institutions. It may well be that the development of collegiate centers for economic education such as you have here at St. Cloud represent the directions that would be most productive. I have been especially interested in the development of the National Depository of Childrens Literature. It was evident to the Materials Review Committee that except for the senior high school there is a scarcity of good instructional material even at the junior high school level.

Kent State University has the strongest undergraduate social studies program in the nation from the standpoint of the amount of subject matter required. We have done away with all independent majors and minors such as those we formerly had in history and geography. Every prospective social studies teacher goes in to one

of two comprehensive social studies programs totaling 106 quarter hours of teaching content. Both give the student course work in five disciplines. It is possible for the student to have a concentration in economics with 37 quarter hours in the field and if they wish to use their electives to take more economics they can have as much as 52 quarter hours in economics, running their total to 121 quarter hours in the social sciences. Yet although all students will have at the very least three or four courses in economics those who do not have a major concentration in the field tend to shy away from it. They came in to the so-called methods class thinking largely in descriptive terms and their economic understanding is minimal at best.

Economics was the first of the disciplines to take on active interest in elementary and secondary education and to promote the study of economics on a broad front. The Joint Council for Economic Education was established as early as 1949 and its efforts have been augmented by such groups as the National Association of Secondary School Principals, the American Economic Association, and the Committee for Economic Development. Yet in spite of the millions of dollars spent, the many effective instructional materials provided, the network of state economic councils, and numerous workshops for teachers much is still to be done. John Knight the Pulitzer prize winning head of the Knight newspaper chain recently editorialized that: "The study of economics is virtually unknown in our high schools, colleges and universities. We have become a nation of economic illiterates." While Mr. Knights' own economic understandings are outmoded and are those of the layman

whose chief complaint has been that free enterprise would be better off if professional economists did not tinker with it he probably does not overstate the situation.

When Larry Sevesch first went into Elkhart in 1958, he found that the first thing he had to do was to teach the teachers. His successes there have been the result of a continuous and persistent effort. Other school systems have had the same experience. When the decision was made to put more economics into the curriculum it was soon discovered that there was no one to teach the courses or to integrate the understandings at various grade levels.

There probably is more distance between what the professional economist believes to be true and the beliefs of the layman in economics than in any other field. Although the principles of modern economic theories were written into law in the Full Employment Act of 1946 it has been only recently that leading government officials have apparently accepted them with some understanding. Too many teachers get their knowledge of contemporary issues from the news media and the latter must bear some responsibility for perpetuating some of the prevalent economic misconceptions such as the comparison of the federal debt with the debt of an individual. Edwin Dale's book Conservatives in Power is a detailed account of how the Eisenhower administration, as late as the fifties, tried quite conscientiously to apply classical economic theories regarding budget balancing, but were unable to prevent deficits, recessions and inflation.

It is important that social studies teachers think of themselves as social scientists and that conclusions arrived at in the classroom are not contrary to the views of specialists in the field. At the same time whenever the occasion arises the meaning given to terminology by the specialist must be used rather than the popular usage. For example, the economist does not apply the term investment to purchases of corporation stock because no new capital has been created but rather the only result is a change in stock ownership.

On more than one occasion I have attended the annual meeting of a state economic council where the principal speaker, representing one of the business sponsors, rested his case for improved economic education on the grounds that we need to know more economics in order to strengthen and sustain his version of free enterprise capitalism, that students need to learn that profits is not a dirty word, that taxes are too high, that only business men are producers (a statement that should have been resented by the teachers in the audience) and so on. The economists listened, while wincing, because they did not regard it as their responsibility to support any particular system, but rather to analyze it, to see how successfully it allocates resources, distributes income and, in general, how well it manages the economy. Moreover, it is clear to them that our capitalistic society has continually been modified and probably will be modified still further in the future.

Economists today are engaging in a great deal of self-criticism much of which relates to the present state of capitalism and the extent to which it may be further modified. Galbraith has noted

that both the United States and the Soviet Union face economic problems in which the determining factors are technology and bigness rather than idealogy. Both socialist and capitalist economies require an industrial bureaucracy to sustain mass production. Huge units of production have to be coordinated with other huge units and the final consumer. Using the planning and production of the Mustang as an example he shows how the Ford Motor Company was not about to leave the sale of this new automobile up to anything as fickle as supply and demand. Thus they tied up suppliers through long term contracts and set out to create a market by mounting a large scale advertising campaign.

According to Heilbroner it has become necessary to control technology in order to prevent undesirable social change and to fulfill desirable social purposes. Thus, he raises the question of whether capitalism can accomodate itself to the requirements of a society where attitudes of social purpose replace those of social fatalism.

Both Walter Lippmann and Senator Fulbright have raised questions as to whether or not democracy itself can meet the needs of a large interdependent industrialized society. Lippmann raises the question of striking civil employees. How can these public servants, who are underpaid in many cases, receive justice and equitable remuneration without harming the larger public interest. As he notes only garbage workers can collect garbage and he concludes that democracy may be suited only to small rural societies. Fulbright may be even more pessimistic and he believes we are in serious difficulty; "Small countries, where there is a

sense of community, have succeeded in preserving a high degree of democracy. I mean such nations as Norway and Sweden and Denmark and Holland--and, to a degree, England, the largest one that has some degree of democracy. But when you get above that, you look at Russia and China and ourselves . . . .

We are brought up to believe that ours is a great system, and it has a great history, but it is under very serious burdens at the moment. Whether we can pull it out and preserve a degree of democracy remains to be seen. I hope we can. But if we can't, we will be no worse off than other people. We'll simply develop a little different system, and, maybe in a hundred years, we will quit pretending that we are a democracy and admit we are an oligarchy or plutocracy, which we seem to be . . . ."

Returning to problems of economic change and the matter of unskilled unemployment, garbage workers and other public servants Heilbroner writes "the economic pressure of the market place can no longer be counted on to provide its necessary labor as a matter of course." He also notes in regard to the new evidences of social unrest - drug culture, the cry for participatory democracy, alienation of students, the new sexual morality, - "none are congenial with or supportive of those attitudes and behavior patterns on which capitalism has traditionally rested."

Several writers have pointed to the many variations of capitalism among nations such as the United States, the Scandinavian countries, Italy, Germany, South Africa and Japan. While the United States has developed what might be called welfare capitalism,

Japanese corporations offer lifetime employment, and South Africa has something close to indentured labor.

However, it is not just the Galbraiths and the Heilbroners who have been critical of the quantitative aspects of our emphasis on economic growth. All six economists who contributed to the fourteenth annual review of economics for the Saturday Review in cooperation with the Committee for Economic Development "are predominantly negative in appraising the relevancy of their field." They trace the troubles of modern "post-Keynesian" economics back to the 1960's and the emergence of problems for which economics held no answers. The emphasis in this period was on continuous economic growth with the assumption that a variety of economic problems could be solved as long as production was increased and full employment maintained. One result has been the increased consolidation of corporate power allied with big government and contrated political power. Then came serious problems such as inflation, the crisis in the international financing system and the widening gap between the rich nations and the poor nations developed which economic theories did not seem to handle effectively.

More threatening to the goal of economic growth itself were a host of critical domestic issues that criticized the quantitative nature of the production of luxuries and trivia stimulated by advertising and at the neglect of the public sector and such basic foundations of the future as education and basic science. It has also been noted that the increase in military expenditures dedicated a disproportionate share of the nation's industrial output to waste and destruction. At the same time the urban-racial crisis

revealed that many Americans were not sharing in the general affluence and not only did poverty persist, but a great many families enjoyed at best only a very modest income. Problems of industrial pollution raised questions as to the extent to which continued economic growth threatened not only the ecological base of the economy but of human life as well.

Thus questions have been raised as to whether the great social disorders of our time can be managed without "rocking the boat by redistributing income or breaking up the great industrial and financial centers of power." Daniel Fusfeld declares "By now, even the orthodox post-Keynesian economics has good reason to doubt that the private-enterprise, market-oriented economy can resolve its problems effectively. ...Growth is now seen as potentially unbalanced, misdirected or destructive....Contemporary economics is in crisis because the social order is in crisis, unable to go back to the old and unwilling to strike boldly toward the new."

Galbraith in an article in The New Statesman and E.J. Mishan in his book The Costs of Economic Growth have argued that "England in spite of her lower GNP per capita, may have a higher level of satisfaction than the United States" and that much of our current economic growth is in no way enhancing our welfare.

Thus, there is increasing concern that economists too must be concerned with the quality of life and that they will probably have to unite with other social sciences in a broad attack on modern social problems. Leonard Silk of the New York Times writes: "Perhaps some danger exists that economics - a limited field, but one with some significant achievements behind it -- will drown

prematurely in a sea of related disciplines before it has adequately solved some of its own traditional problems, such as how simultaneously to achieve full employment and price stability and how to put together a stable, essentially free, and expanding world economy.

Yet it seems to me that efforts to solve even those traditional economic problems cannot be hampered, but only advanced by a deeper understanding of many matters that lie beyond the boundaries of conventional economics."

Charles L. Schultze of the Brookings Institutes agrees that modern economics has done little to find solutions for the current wave of social problems, but he believes that the fault is not that economics is obsolete or irrelevant, but that it has been underemployed. He believes that the theoretical apparatus of economics is well suited for dealing with many of these problems but that we have failed to make the application. He would restructure our incentives and institutions away from "the current system of markets, laws, and customs which provides positive incentives for individuals, business firms, and local communities to engage in what can objectively be called antisocial conduct."

Schultze also recognizes that many of our complex problems involve more than just economic considerations and he believes that the economist can give advice in efficiency terms and the results of one choice as opposed to another is a value judgment in which the economist must not get involved. In other words a personal tax cut which could increase the consumption of beer and whitewall tires competes with increased public expenditures for education.

Nevertheless the idealist and the pragmatist are not as far apart as it seems. I once went through a four volume Senate document on conditions in the iron and steel industry which revealed that steel workers were working fifteen hours a day seven days a week. When reforms were finally put through employers who thought they had acted out of the goodness of their hearts were surprised to find that production had increased. In other words acting with social responsibility to do what the idealist considers morally right often proves to be not only the wisest but the most profitable course of action.

Traditionally the goals and interests of the economist doing research in his discipline and the application of economics to social problems as needed by the social studies teachers are two different issues. Many economists spend their time doing research in some specialized aspect of the discipline and are quite unconcerned with whether or not what they are doing has any relevance to the outside world. Moreover, they shy away from topics such as poverty because it would involve them with other disciplines, value positions and ideology.

The ideological differences of a Galbraith, a Samuelson and a Friedman have always been evident, but as noted above, there is a growing body of opinion among professional economists that there must be more application of economic theory to social problems and more interdisciplinary cooperation in a concerted effort to find solutions. If the goal of a modern social studies program is to use any knowledge that is required to focus on decision making in regard to contemporary social issues then this is a

development that can only be regarded as satisfying and supportive.

When we turn then to the question of the place of economics in the school curriculum we are faced with divergent views regarding grade placement and how much economics should be offered. There is probably general agreement that basic economic principles can and should be taught in one way or another at every grade level. It has been demonstrated that students can understand the illustration of certain economic principles at any grade level. It is less clear that there is always a transfer between the understanding of a given illustration and the economic principle involved. There was also a period in the sixties when there was some danger that the economists might ask for too large a share in the curriculum and that they would insist that only a person fully trained as an economist could be entrusted with the teaching of economics. My advice and hope was that they would not make the mistake that I believe the geographers made in insisting on their independence and the view that only geographers could handle any geographic material. In vain did Preston James and others urge their colleagues not to boycott the citizenship programs in the state of New York. It would also have been more realistic if geographers had been willing to help the history teacher to the point that he would at least pull the map down once in awhile.

The efforts to promote economic education have paid off to the extent that the importance of economics has been generally recognized and in a social studies program organized along separate

subject lines economics has often been given at least one semester for formal study. This is unlike sociologists and anthropologists especially the latter, who have recognized that there was little chance for a separate course and have therefore used the strategy of infiltrating existing courses in other fields.

There are those who would insist that no economics should be taught until the students have first been instructed in basic economic principles so that they learn, for example, how economic decisions are related to the problem of scarcity and the allocation of resources and so they understand the flow of money, goods, and services through the economy. It was on this premise that Meno Lovenstein developed a one semester course for the ninth grade with very little attention to the economics involved in modern social problems. The plan was that students would have a full blown course dealing with economic principles at an early stage in the high school curriculum and that then in the twelfth grade more economics would be presented in the study of social problems.

Some would say that the economic understandings needed for intelligent decision making do not require a full principles course as a prerequisite. They would argue that the history teacher and the Problems of Democracy teacher need to relate economics to the issues at hand and that this can be done, that any teacher must be able to help students correct misconceptions related to deficit spending, the nature of the public debt, and to deal with such understandings as the quantitative and qualitative aspects of economic growth.

John R. Coleman in the early sixties after surveying the increased attention to economics in the schools and the problems revealed (1961-1964), concluded: "What we must do is to settle, not apologetically, but gladly, for a few things done well. We must, in short, not confuse coverage with understanding." He advocated a comparative approach to economics as a means of seeing that all men face the same basic economic decisions and to understand how they have organized themselves in various ways to make these choices. He concluded: "The comparative approach also confronts us with the chance, indeed the necessity, to relate institutions to our environments. It demands that we cross disciplinary lines."

The question might be put - which is less desirable, to fragment to some degree a given discipline, at least in terms of a complete understanding of its structure, or to fragment the understanding of a complex problem. Dan Selakovich contends: "Those who are charged with the teaching of the social studies must begin somewhere in an attempt to bring together and utilize for teaching purposes the content of the several disciplines of the social studies, even though the effort may lack something in the expertness of its analysis."

In other words it is not always possible to be as complete as we might like to be and we simply try to do the best we can. We have to be guided in the selection of content and in a modern social studies program that means that we put the focus on contemporary issues with a problems or decision making approach

helping students learn how to examine alternatives and to make choices. In so doing we have to have the courage to reject and to resist the temptation of making our course as "complete" as possible or to get enmeshed in mere coverage.

Another curricular problem has to do with the place of consumer economics in a social studies program and the relationship between the recent movement for more consumer education and economic education in general. Consumer economics began to replace the conventional theoretical economics that was being taught in the 1930's for two reasons 1. the depression focused interest on the consumer and helped develop an anti-business ideology and 2. the kind of economics being taught did not seem appropriate for the mass of students that were coming into the high schools during the depression years. The trend was strengthened and provided a rationale by the Life Adjustment Education movement of the late forties and early fifties. Traditional economics was held to be both so abstract as to be incomprehensible and irrelevant.

The move away from consumer economics came in the late fifties and early sixties with increased emphasis on academic excellence and demands to put more rigor into the secondary program. Most professional economists agreed with the Task Force report that there should be more attention to economics as a discipline. The shift was from description to analysis, from the individual to society and to macro-economics. There was not a single article on consumer economics in one entire issue of the National Association of Secondary School Principals Bulletin devoted to economic education in 1965. In conversations which I had with some leading economists

at about the same time I asked them how they regarded the study of insurance because I knew that our economics department offered a course dealing with insurance. They were all in agreement that the subject, though important, was not economics as they conceived it.

There has also been some feeling within the scholarly community that the formal study of economics was much too difficult for the vast majority of secondary school students. This view was expressed by E. L. Thorndike in 1940 in the Eleventh Yearbook of the National Council for the Social Studies and fifteen years later Lord Lionel Robbins in his presidential address to the Royal Economic Society said that he wished "that the whole business of teaching economics in schools had never begun . . . . I cannot get away from the feeling that economics is essentially a subject for grown-ups."

Much of the current interest in consumer education has been sparked by the activities of Ralph Nader and other consumer groups and is also related to larger social problems. Recently in Cleveland insurance rates were increased on the east side with its heavily populated black and low income groups. The charge was made that racial discrimination was involved. Other aspects of consumer education today are treated on a more sophisticated level. Understanding of pricing policies, the intricacies of credit, and the psychological basis for much advertising are examples. Thrift needs to be considered in a variety of social contexts and insights and concepts developed that can illuminate a variety of consumer problems.

In the past the consumer oriented course has emphasized a number of specific consumer problems often treated in isolation and in some cases dealing with trivia. The charge has been made that

such courses did little but disseminate information and good advice. Today, however, there is little doubt that more attention will be paid to consumer education. The only question is whether it will be part of a social studies program or whether it will be taken over by home economics, business education or vocational education.

Charles Chandler, in an article to be published in Social Studies sees consumer education not only as part of social studies education but playing an important role in translating economic theory into application. He writes: "Granting the inappropriateness of much that passes for consumer education, it is my belief that consumer education belongs within the social studies curriculum and more specifically within the program of economic education. It is not at all evident that there is any necessary dichotomy and the more general study of economics. Nowhere in the curriculum is the presumed dichotomy between personal adjustment and intellectual training more evident than in economics.

Entering the world of economics through the consumption door might well provide much needed motivation and a certain realism to the study of economics generally.

Granting that the professional economist may wish to treat wants and resources in order to develop certain concepts, models, tools and the like, the consumer educator may wish to inquire into the reasons why wants and resources change through time." Chandler sees the economic system existing ultimately for the sake of consumption. Therefore, it is changes in wants that need to be studied and hence the study of secondary economics would focus upon process, development, and change. He concludes: "An economic

system, after all, ultimately must be judged by the human satisfactions which it makes possible. And this is what consumer education is all about."

The teacher of history obviously needs to have some understanding of economics and the illustrations of the way in which economics can contribute to the teaching of history could be many. The free silver question of the last quarter of the nineteenth century can be used as a good example for the establishment of generalizations. "Bad money drives out good money," "Rising prices helps the long time debtor, the quantity theory of money, and other generalizations related to how inflation affects various groups could be established. In fact, here is a good illustration of how it would be possible for a teacher to teach some of the facts in the case such as that the Bland-Allison Act provided for the coinage of two to four million dollars worth of silver per month and was passed over Hayes veto in 1878, that the Sherman doubled the amount of silver to be coined and so on, and at the same time to miss the real reason for teaching it, which would be to make it a lesson in inflation.

Any unit dealing with the New Deal would certainly emphasize economics. The most important goals might be 1. to understand how the American people have come to accept the changed role of government and the economy which was written into law in the Full Employment Act of 1946, 2. How the New Deal placed certain economic stabilizers under the economy and 3. how, regardless of whether or not Roosevelt was a Keynesian, he was not of course, the New Deal experience proved modern economic theories pragmatically.

Nothing was ever more useful to me as a graduate student or as a teacher of American history than the development of some understanding of the economic consequences of the Fourteenth Amendment. The issue came up in the Slaughterhouse Cases in which some Louisiana meat packing firms claimed that a state law of 1867 which practically conferred a monopoly upon one slaughterhouse and banned other firms already established in the city of New Orleans was depriving them of their property without due process of law. The Supreme Court in 1873, however, refused to broaden the interpretation of the Fourteenth in this manner claiming that it was intended only to warn the states not to discriminate against the Negroes.

Some years later in a somewhat overlooked case, Santa Clara County v. Southern Pacific Railroad the Supreme Court held, for the first time that a corporation is a "person" as that term is used in the Fourteenth Amendment. Thus at a time when it was becoming evident that laissez-faire was outmoded the Court was taking an extreme laissez-faire position by making it possible for corporations to appeal to the Fourteenth Amendment in seeking to avoid regulation by state legislatures. From that day to this a running battle has ensued between the police power of the states and the due process clause of the amendment and all social legislation has had to run this gamut.

The police power is that authority under which local regulations may be passed restricting private property in the interests of the public health, safety, morals, order and convenience. It is under the police power that a local community may regulate the speed of trains going through town, even though the regulation of railroads generally comes under the federal interstate commerce power.

By the same authority regulations are laid down requiring that railroads and dairies operate under sanitary conditions. All municipal zoning ordinances rest upon the police power and restrict the type and use of buildings and dwellings, per cent of lot occupied by the structure, number of stories, length of setback from the street, and height. Billboards have been prohibited not only because criminals may lurk behind them and refuse may accumulate at their base, but also on the purely aesthetic grounds that they mar a beautiful landscape. Even fraternity houses have been zoned out of residential neighborhoods on the grounds that they are a nuisance and a menace to the public health, safety, morals, order, and convenience.

Thus, whenever a matter of the regulation of property arises the courts must decide is it unreasonable and consequently a violation of due process of law, or is it reasonable; that is does it properly come under the police power. The vast body of social legislation all the way from laws related to conditions of work in hazardous industries and maximum hours to minimum wages have been subject to this question.

The struggle to secure various kinds of social legislation has been long and arduous with the story being told in a lengthy series of state and federal cases. An Illinois court declared unconstitutional a statute limiting the hours of labor for women in sweatshops on the ground that women had the same liberty of contract as men and in 1905 in the case of Lochner v. New York the U. S. Supreme Court held that the hours of men working in bakeries could be limited only if it could be shown that long hours of work

affected the quality of the bread. In the area of minimum wages a twilight zone seemed to have been reached, as noted by President Roosevelt, where neither the state nor the federal government could legislate. In 1923 in Adkins v. Childrens' Hospital a District of Columbia minimum wage law had been found unconstitutional and ten years later a New York law fixing minimum wages for women in laundries was invalidated.

There is little doubt that the history teacher needs to know some economics and it is also evident that economics is important in developing the analytical skills of inquiry teaching and is primary in understanding modern social issues. All social studies teachers need to know enough economics to enable them to help students gain the economic understandings that all intelligent citizens need. This means, as noted, that he must be able to correct some of the common misconceptions and to use the language of the professional. They also need to understand many things that are not adequately treated in the textbooks.

1. In studying the choices to be made and the allocation of resources the teacher should be aware of GNP as a quantitative rather than a qualitative measure as has been discussed. A. A. Berle has suggested that we should determine a corresponding Gross National Disproduct to indicate the social costs of things produced.

2. It should be recognized that when political considerations affect or overrule the economic plans recommended by Council of Economic Advisers then the professional economist can hardly be blamed for the result. If the tax cut is unduly delayed, if the reductions are exceeded or given to groups or placed on items that

had not been planned or if recommended reforms are ignored then the outcome will not be what was forecast. Likewise a decision to accelerate spending for the Vietnam war can produce unexpected deficits and contribute to inflation. It should also be known that a planned deficit may, under certain conditions, improve the economy while a deficit that is just allowed to happen will benefit no one.

3. The teacher needs to understand how our economy really works and the extent to which free enterprise and price competition have been modified.

4. It should be understood how government economic policies may sometimes unwittingly work a hardship on those in the "cockroach capitalism economy" to rise Galbraith's term. These are those unskilled persons performing menial tasks who are either unemployed or underemployed. A few examples can be given. Government farm programs from the application of science to agriculture to farm subsidies has attracted the big corporation farmer and helped to drive the unskilled or marginal farmer off the land. One result has been an exodus from the rural South and Appalachia to Northern cities which some have called the South's revenge upon the North. At the same time the Interstate highway program has favored the owners of private automobiles and the expense of persons who have to rely on public transportation. The McCone Commission has stated that the Los Angeles expressway system was a major cause of the Watts riots. The suburbanite was able to leave the cities problems and commute daily to his work oblivious to the low income areas that he was passing while the slum dweller is unable to get

transportation to go where the jobs are or even to be able to look for a job.

Government tax policies can also produce prosperity in the corporate economy from which most of us benefit, but alongside it bring about a depression in the cockroach economy. As tax reductions promote an economic boom businessmen come to fear increased inflation. They thereby curtail their own investment in inventory and expansion plans and urge the government to limit its own spending. The result is unemployment for that group that is among the last hired and the first fired.

5. Finally, all teachers should realize the extent to which education has come to be regarded as an investment by all societies rather than a consumption item that is of primary benefit to the individual and can be cut back in time of depression. Increased expenditures in education are made with the anticipation of securing increases in national income and are considered a significant factor in economic production. Educational plans are also made to help achieve certain societal goals.

Finally it might be noted that a report of a research study entitled Developing an Economic Education Program for the Future carried out under Phil Wass, Director, Center for Economic Education, University of Connecticut, came to many of the same conclusions as these papers. The study made use of an advisory committee of social studies and economic specialists with three rounds of questionnaires being sent to another group of specialists including Professor Nappi. Among the goals of economic education suggested as 1. The continuation of past efforts at economic education with

emphasis on decision making, but with whatever changes are needed to meet the needs of the future. "One of economic education's goals," the report states "should also be to participate in solving social problems," applying economic analysis to that end with more concern for the learner. 2. Development of a body of principles and generalizations must be given priority over knowledge of terminology. 3. "We should be educationally socializing them (students) for the socio-economic milieu of the 21st century." An example is in the area of content related to economic growth - "no growth" and the role of government which is seen as "playing a more pervasive role in the future." 4. "Economic educators of the future should be known, perhaps as social science educators, or at least have the background, ability, and interest to promote economic education within a broader interdisciplinary context."

In conclusion then, economics has an important contribution to make to an interdisciplinary social issues oriented social studies program. Economics principles should be integrated wherever possible at all grade levels. There should be less emphasis on the structure of economics as a separate discipline and more use made of the interrelationship with the other social sciences. In a separate subject curriculum a one semester course in economics might well be required, but this should not preclude the previous treatment of appropriate economic principles in other areas of study. Whenever taught at the high school or earlier grade levels the emphasis should be on analysis and application of economics principles to specific problems rather than on abstract theories.

Consumer economics should be a part of this application to personal and social needs and belongs in a social studies program.

Efforts to strengthen the place of economics as a vital part of the social studies and to improve the teaching of economics must continue. The problem becomes part of the general issue of upgrading social studies teaching. As such it is involved in such concerns as the selection of candidates for social studies teaching and the assignment which teachers are given. Much needs to be done to improve and professionalize the education of teachers. Any of these topics could be the subject of another paper. Nothing much will be accomplished, however, until teachers loads can be reduced and the job of classroom instruction moved to the heart of the educational enterprise with all of the status and remuneration that it deserves.